

## **PRE-COURSE WORK ASSIGNMENT**

<b>COURSE:</b>	Fire Program Management, M-581
<b>LESSON:</b>	J - Marketing the Fire Program
<b>UNIT:</b>	3 - Program Management
<b>SUGGESTED TIME:</b>	2 hours
<b>EQUIPMENT:</b>	Internet access
<b>MATERIALS:</b>	Pre-course Work Assignment
<b>OBJECTIVES:</b>	Upon completion of the pre-course work, participants will be able to: <ol style="list-style-type: none"><li>1. Describe a variety of fire programs currently marketed on the web.</li><li>2. Describe types of fire education, prevention, and information materials available on the web.</li></ol>

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### **I. ACTIVITY 1**

Viewing the National Parks fire web site and writing a paragraph.

#### **A. INTRODUCTION**

The website below lists national parks that have fire links on the park's web page.

This activity will give students an opportunity to:

1. See how NPS fire programs are marketed on the web
2. Compare and contrast different styles and formats
3. Compare and contrast the types of information offered to the public

## **M-581 Fire Program Management**

### **Pre-Course Work – 3J**

Due to NAFRI by April 6, 2005

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Work phone: \_\_\_\_\_

### **ASSIGNMENT 1**

1. View the following web site.  
[http://www.nps.gov/fire/utility/uti\\_fire\\_resources.html](http://www.nps.gov/fire/utility/uti_fire_resources.html)
2. Choose three national parks from the above link and view the fire education and information presented on each park's web page. Explore the various links and references within the site to determine the depth of information offered.
3. Write a paragraph, noting whether the site:
  - a. Was aesthetically pleasing and an easy layout to follow.
  - b. Gave information about current (or past) fire activity in the park, e.g. news releases.
  - c. Presented a range of fire management activities, e.g., prescribed burning, fuels reduction projects, educational material, fire management planning and policy guidelines, etc.
  - d. Provided links to where further information could be found.

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## **II. ACTIVITY 2**

Viewing success stories on the web and writing a success story or snapshot.

### **A. INTRODUCTION**

The above web sites contain "success stories" of fire management projects or activities completed within the agency. This activity will give students an opportunity to:

1. See how fire management projects/activities are marketed on the web.
2. Compare and contrast different styles and formats.

### **B. ASSIGNMENT 2**

1. View the following web sites.  
<http://www.fire.blm.gov/snapshots.htm>  
[http://www.nps.gov/fire/public/pub\\_firestories2004.html](http://www.nps.gov/fire/public/pub_firestories2004.html)
2. Write a brief success story or snapshot highlighting a fire management activity you have participated in within the last year, particularly one that was directly related to a key point or operating principle of the National Fire Plan.

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### **III. ACTIVITY 3:**

Viewing Wildland-Urban Interface web information and creating a checklist.

#### **A. INTRODUCTION**

This web site contains educational information for people who live or vacation in fire-prone areas of the United States. It was designed to acquaint people with the challenges of living with wildland fire. This activity will give students an opportunity to view materials and self-assessments available on defensible space practices.

#### **C. ASSIGNMENT 3**

1. View the following web site.  
<http://www.firewise.org>
2. Visit these four areas of the web site to preview publications, brochures, CD-ROMs, video clips, etc. about creating defensible space in wildland-urban interface settings:
  - a. Firewise Resources
  - c. Enhanced Media
  - d. Resource Library
  - e. Publications Catalog
3. Create a checklist of how these or similar materials could be shared and disseminated within the community. Consider how the information could be used to support local fire management projects.

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#### **IV. ACTIVITY 4**

Viewing Education web pages and creating a checklist.

##### **A. INTRODUCTION**

These web sites contain fire education lessons and materials for use by both students and teachers. This activity will provide students with a sampling of available materials.

##### **B. ASSIGNMENT 4**

1. View the following web sites.

<http://www.nps.gov/fire/educational/education.html>

<http://www.plt.org>

[http://www.fs.fed.us/rm/fire\\_game](http://www.fs.fed.us/rm/fire_game)

<http://www.thirteen.org/edonline/lessons/fire/index.html>

[http://www.blm.gov/education/LearningLandscapes.data/Components/Fire\\_ed\\_guide.pdf](http://www.blm.gov/education/LearningLandscapes.data/Components/Fire_ed_guide.pdf)

[http://www.symbols.gov/catalog/products/fire\\_complete\\_list.html](http://www.symbols.gov/catalog/products/fire_complete_list.html)

2. Create a checklist of how the lessons and materials could be shared and disseminated within your local education community. How would these types of lessons increase support for local fire management program?

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### V. ACTIVITY 5

Viewing Fire Service Employment web sites and answering questions.

#### A. INTRODUCTION

These web sites provide information about careers in fire management and application procedures. This activity will allow students to view information available to prospective employees.

#### B. ASSIGNMENT 5

1. Scan the web sites below to see the amount of information presented regarding positions and careers with fire management agencies.

<http://www.firejobs.doi.gov>

<http://www.fs.fed.us/fire/people/employment/index.html>

<http://fire.r9.fws.gov/jobs/employment.htm>

<http://www.fire.blm.gov/recruit.htm>

<http://data2.itc.nps.gov/fire/employment/employment.cfm>

<http://www.nifc.gov/fireinfo/help.html>

2. For each web site, note:
  - a. Was it possible to view specific job openings?
  - b. Was it possible to view specific job openings if you did not know the announcement number or job series number?
  - c. Was it possible to view the job announcement?
  - d. Were applicants able to apply on-line?
  - e. Were application forms available on-line?